

Lanesville's Approach to Response to Intervention: A Pilot Program Using DIBELS

Jennifer Moore, Psy.S.

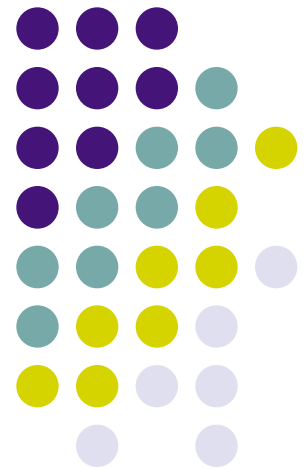
Marsha Himmelhaver, Principal

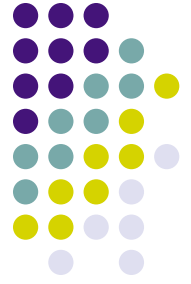
Bethany Miller, Special Education Teacher

Lisa Hammond, Regular Education Teacher

Robin Wolfe, Regular Education Teacher

October 16, 2008

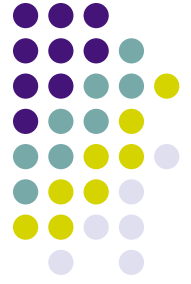




What is RTI?

- Response to Intervention (RTI) is the degree to which a student who has been identified as “at risk for” academic problems by screening measures has benefited from intervention designed to reduce risk.

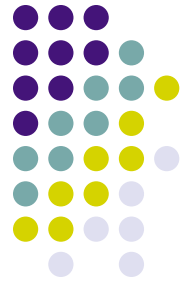
RTI Pilot Program Plan 2007-2008 School Year



- Lanesville Elementary
- Grades K-1
- Focus on Reading
- DIBELS

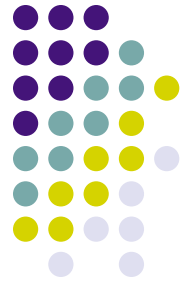


RTI Plan: Goals Before Winter Break



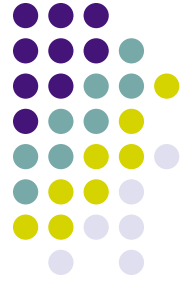
- School wide training on RTI process
- Put together RTI team
- Training on DIBELS use
- Teachers practice administering DIBELS
- Observations of the teachers using DIBELS (to check for accuracy)

RTI Plan: Goals After Winter Break



- Benchmark Assessment for all K-1 students for middle of the year assessment
- Determine who needs progress monitoring
 - Begin progress monitoring “at risk” students
 - Implement additional interventions
- Continue progress monitoring
 - Adjust interventions as needed
- Do Benchmark Assessment for all K-1 students for spring (end of the year) assessment

RTI Plan & Support



- K-1 teachers did benchmark assessments
(help from special ed teachers and school psyc intern)
 - Kindergarten-each day for 2 weeks during center time
 - First grade-two days, in morning, with substitute teachers covering their classes
- School psychologist intern:
 - identification of “at risk” students and tier levels
 - progress monitoring and data collection
 - graphing of data in excel
 - reporting of data and progress to teachers



DIBELS Middle of the Year Benchmark Assessment Results

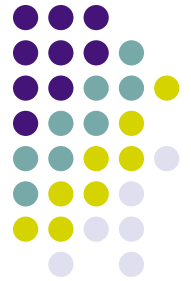
- Kindergarten:
 - 49 total students
 - 22 students were identified as “at risk” and needing interventions (45% of total students)
 - 19 of these students - strategic interventions
 - 3 of these students - intensive interventions

DIBELS Middle of the Year Benchmark Assessment Results



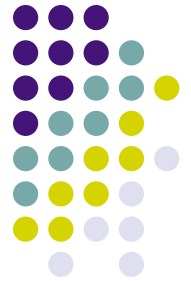
- First Grade:
 - 34 total students
 - 9 students were identified as “at risk” and needing interventions (26% of total students)
 - 7 of these students - strategic interventions
 - 2 of these students - intensive interventions

DIBELS Middle of the Year Benchmark Assessment Results



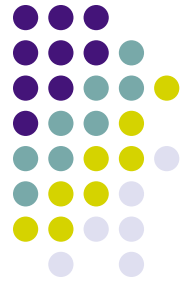
- Both Kindergarten and First Grade Combined:
 - 31 out of 83 students assessed were identified as needing interventions (37% of all students assessed)
 - 26 of these 31 students - needed strategic interventions (31% of all students assessed)
 - 5 of these 31 students - needed intensive interventions (6% of all students assessed)

Results after Several Weeks of Progress Monitoring



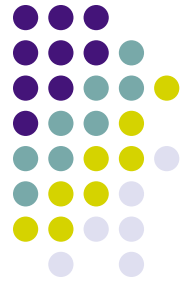
- 6 of 31 students identified “at risk” moved back to Tier 1 from Tier 2 (some immediately after 1st or 2nd week of progress monitoring)
 - Reasons this could happen:
 - Having a bad day
 - Nervous about testing
 - Didn’t understand task or instructions
 - Test may have been administered or scored incorrectly
- 6 of 31 students - moved toward Tier 1 from Tier 2
- 17 of 31 students - still being progress monitored as Tier 2 students
- 2 of 31 students - not responding to interventions and moving to Tier 3

Results at End of School Year/Spring Benchmark Assessment



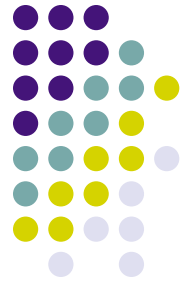
- Kindergarten:
 - 49 total students
 - 15 students were identified as “at risk” and needing interventions (31% of total students-down from 45% during winter benchmark assessment)
 - 12 of these students - strategic interventions
 - 3 of these students - intensive interventions

Results at End of School Year/Spring Benchmark Assessment

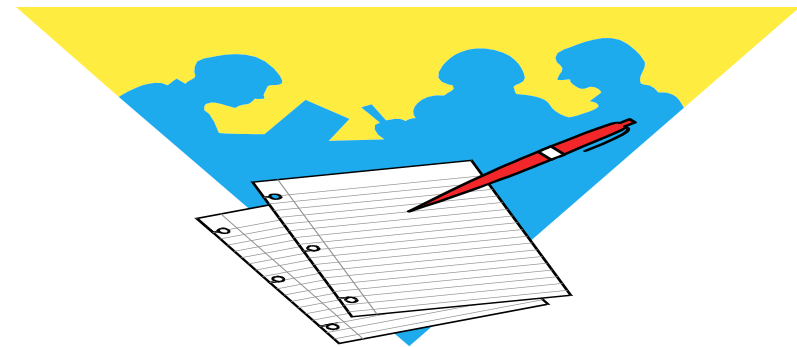


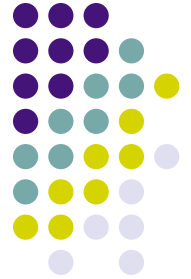
- First Grade:
 - 34 total students
 - 6 students were identified as “at risk” and needing interventions (18% of total students-down from 26% during winter benchmark assessment)
 - 5 of these students - strategic interventions
 - 1 of these students - intensive interventions

Challenges with Beginning the RTI Process



- TEACHER BUY IN
- TIME
- FINANCES
- DATA COLLECTION
- DATA MANAGEMENT

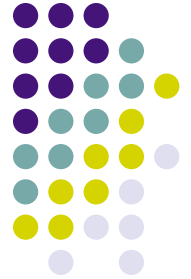




Teacher Buy-In

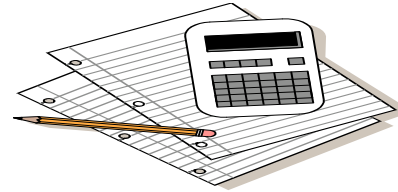
- TALK, TALK, TALK
 - General presentation of program
 - Benefits specific to students and teachers
 - Provide time for professional development
 - Provide time for applying newly learned information

Time & Finances



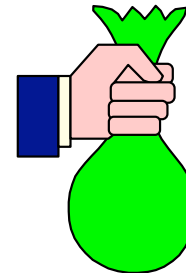
- Time:

- Substitutes for inservice opportunities
- Stipends for after school
- Give options

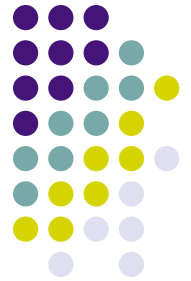


- Finances:

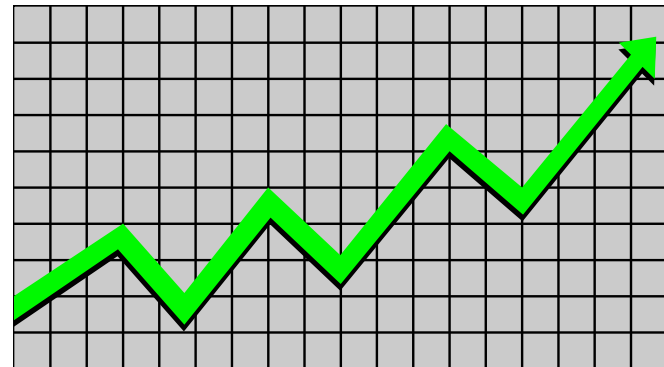
- Professional Development Grant



Data Collection & Management



- Data Collection:
 - Excel spreadsheet data entry
 - Wireless Generation
- Data Management:
 - Monitoring use of results
 - Analyzing results
 - Teacher level
 - Grade level
 - School level



THE THREE-TIERED APPROACH

Tier III

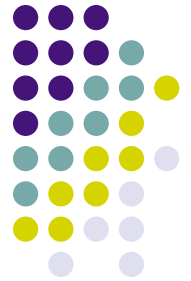
- 30 + + + min. + Reg. Classroom
- Intense and Explicit Instruction
- Weekly progress monitoring

Tier II

- 30 min. + Reg. Classroom
- Small Group Inst. (3-5 students)
- Frequent, Intense Instruction
- Progress Monitoring

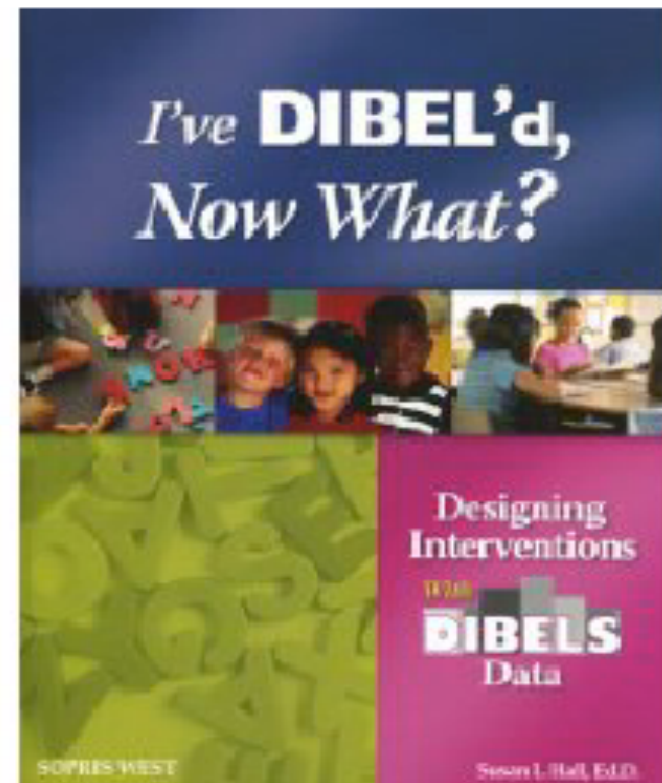
Tier I

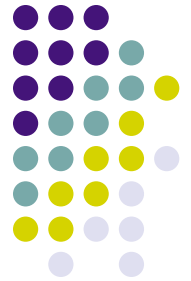
- Core Reading Curriculum
- Within Regular Classroom
- Benchmark & Progress Monitor
- Flexible Grouping



Intervention Strategies

- www.fcrr.org
- “I’ve Dibel’d Now What?” by Susan L. Hall
- “DIBELS: The Next Step” workshop
- Wireless Generation offers suggestions





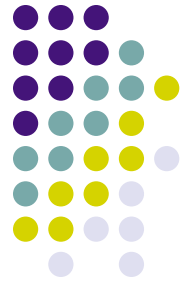
Interventions

- Materials/Activities from your current reading series
- Teacher created versions of the DIBELS tests for extra practice
- Original teacher created materials
- Alternate reading programs (e.g., “SPIRE” and “Sidewalks”)

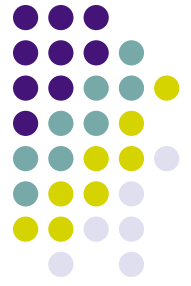
School: _____ Teacher: _____
Student: _____ Grade: _____
Tier Level: _____
Areas of Difficulty/Progress Monitoring: _____

[illegible]

Who will provide interventions?



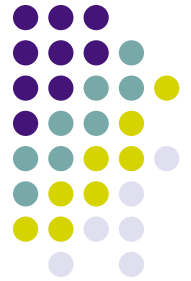
- Teacher stations/
centers
- Special Education
teacher
- Paraprofessionals
- Teaching Assistant
- Title 1/Remediation
- Parent/Community
Volunteers
- Student Cadets/
Mentors



Tier 3

- Once a student is in Tier 3 for one benchmark and continues through one progress monitoring:
 - we refer them to our building based intervention team for further input and to possibly begin special education referral process
- Team approach to get extra time in may include:
 - any of the previously mentioned support personnel
 - a combination of the previously mentioned strategies

RTI Plan for Current School Year



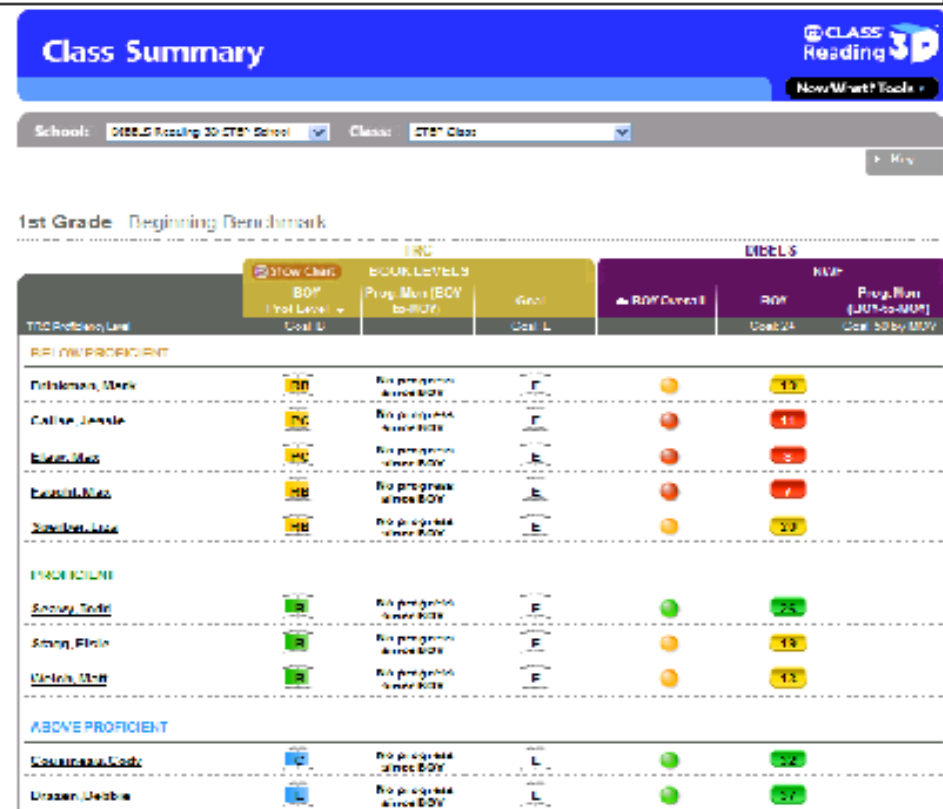
- Use of Wireless Generation palm pilots for mCLASS Reading and Math



mCLASS: Reading 3D System



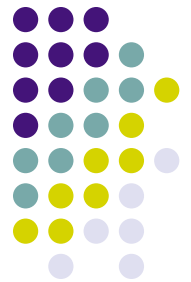
Handheld



Web Reports

<https://www.mclasshome.com>

Measure Status Class List



Measure yet to be administered.

TRC measure is complete.

mCLASS:DIBELS measures are complete.

Assessment has been paused.




Student Menu: Benchmark

mCLASS: Reading3D

Aard_K, Richa...

DIBELS next steps are:

-  Needs STRATEGIC INTERVENTION, based on the EOY DIBELS screening.
➔ [DIBELS screening](#)
-  PM in PSF every 2 weeks (currently not due for a PM).



Benchmark Assessment



Progress Monitoring Assessment



Diagnostic Interview (coming soon)



Learning Activities



Support Recommendations

mCLASS: Reading 3D

Johnson

	D	RL	D	RL	ACT
Adams, Joel	●	E			
Balko, Radley	●	RB	○		
Behan, Colin	●	C			
Brinkman, Ma...	●	RB	○		
Calise, Jessi...	●	PC	○		
Cousineau, Co...	●	C			
Dollison, Hug...	●	B	○		
Drazen, Debbi...	●	E			
Efaw, Max	●	PC	○		

Sort by Last Name

Rdg Strt

Dot/Box Color	Support Recommendation	Monitoring Frequency
• Red	Intensive	Weekly or bi-weekly
• Yellow	Strategic	Every 3 to 4 weeks
• Green/Blue	Benchmark	Not necessary
• No Color	Not completed	Not applicable

Web Reports



Data reports provide insight into the strengths and weaknesses of students' literacy skills.



Class Summary					
mCLASS Reading 3D					
NowWhat! Tools					
Schools: STANLEY County School District Class: STANLEY					
1st Grade Beginning Benchmark					
No Progress/Level	TRC		DEELS		
	RDY (1st Level)	RDY (2nd Level)	RDY (3rd Level)	RDY (4th Level)	RDY (5th Level)
BELOW PROFICIENT					
Anderson, Mark	RD	No progress since 8/07	F	10	
Calder, Leslie	RD	No progress since 8/07	F	11	
Clark, Mike	RD	No progress since 8/07	F	8	
Clark, Mike	RD	No progress since 8/07	F	7	
Clark, Mike	RD	No progress since 8/07	F	20	
PROFICIENT					
Scott, Tim	RD	No progress since 8/07	F	10	
Scott, Tim	RD	No progress since 8/07	F	10	
Scott, Tim	RD	No progress since 8/07	F	12	
ABOVE PROFICIENT					
Clark, Mike	RD	No progress since 8/07	F	10	
Clark, Mike	RD	No progress since 8/07	F	10	

Kindergarten: End Benchmark

1st Grade: End Benchmark

TRC			DIBELS		
BOOK LEVELS			ORF		
EOY Prof. Level	Prog. Mon	Goal	EOY Overall	EOY	Prog. Mon
Goal: 10				Goal: 40	
FAR BELOW PROFICIENT					
Int'l. Student		No progress since EOY		13	
PROFICIENT					



Class Summary Report Features

Support Category By Reading Level

Click a student to open the Student Summary.

Class Summary CLASS Reading 3D Now What? Tools

School: Class: Go

1st Grade: Beginning Benchmark

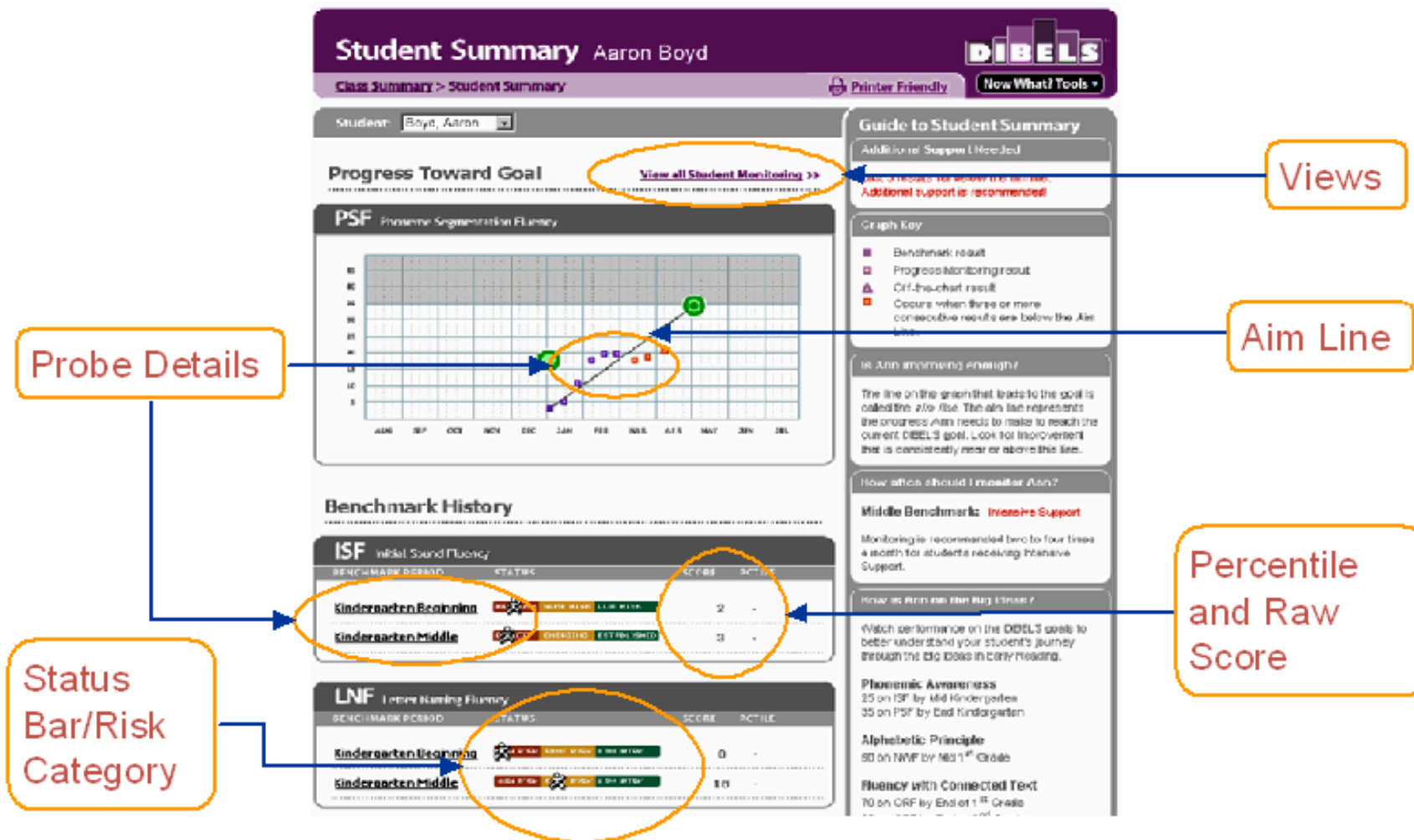
	BOY Prof Level	Prog. Mon (BOY to MOY)	Goal	BUY Overall	BUY Level	Prog. Mon (BOY to MOY) Goal: BOY MOY
BELOW PROFICIENT						
Drinkman, Mark	BO	No progress since BUY	F	18	18	
Coburn, Joseph	BO	No progress since BUY	F	11	11	
Cline, Ryan	BO	No progress since BUY	F	8	8	
Lumpkin, Ryan	BO	No progress since BUY	F	7	7	
Spencer, Lisa	BO	No progress since BUY	F	20	20	
PROFICIENT						
Serna, Ismael	GU	No progress since BOY	L	28	28	
Stacy, Liam	GU	No progress since BUY	F	18	18	
Wicks, Ismael	GU	No progress since BOY	F	13	13	
ABOVE PROFICIENT						
Carpenter, Cole	CU	No progress since BOY	F	32	32	
Dixon, Debbie	CU	No progress since BOY	F	37	37	

Target Goals

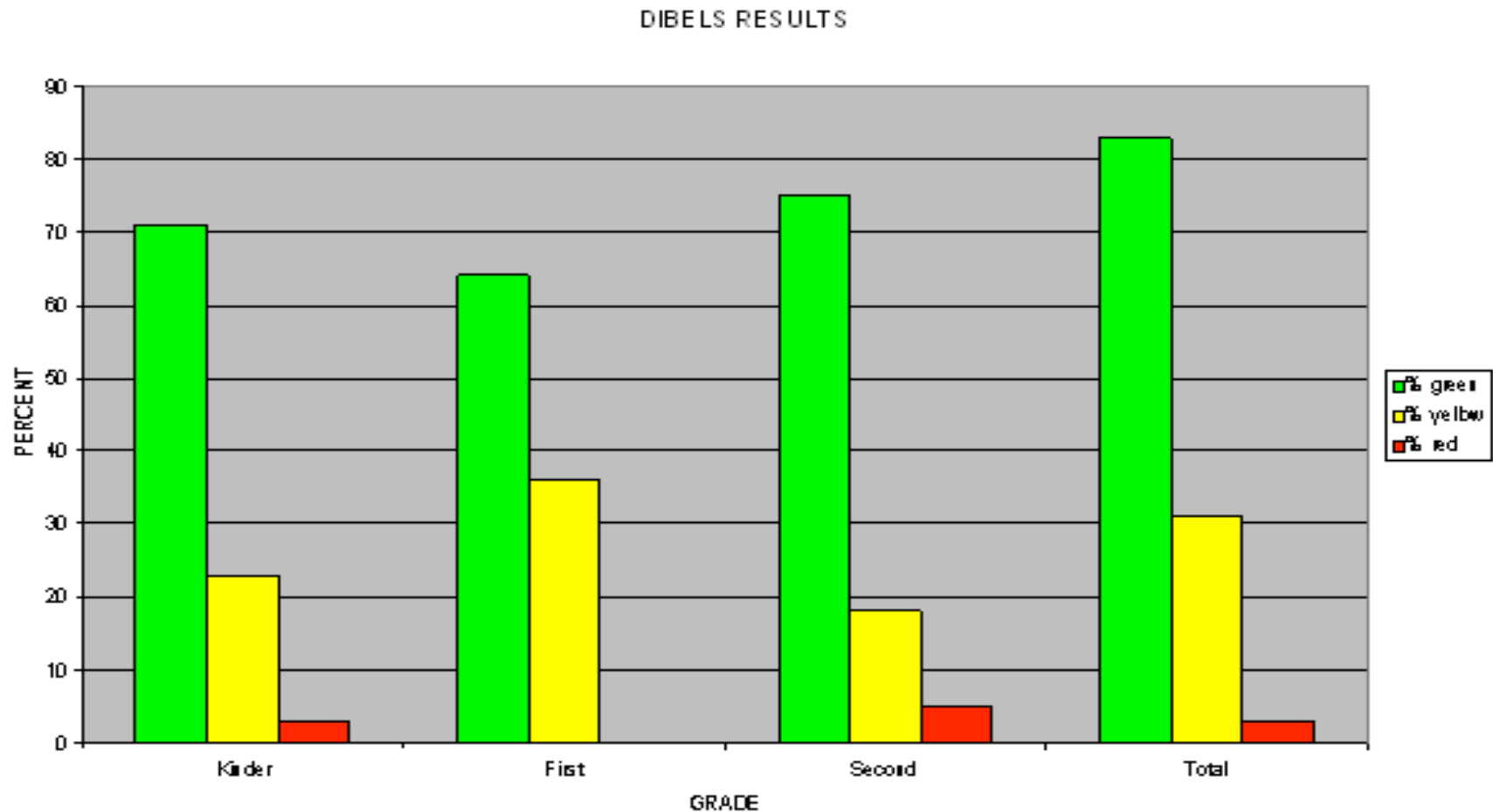
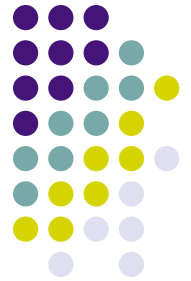
Click a Score to open its Probe Details.

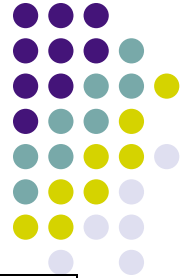
Status/Risk Level

DIBELS Student Summary Features

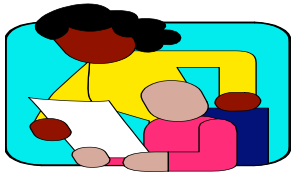


Results from Fall Benchmark Assessment (2008-2009 School Year)

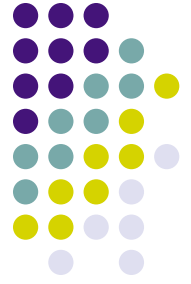




The right kind and quality of instruction
delivered with
the right level of intensity and duration to
the right children at
the right time.



-Torgesen, J.K., 1988. *Catch Them Before They Fall*



RTI Forms in Development

- Parent notification of RTI process forms
- Additional Intervention Documentation and Action Plan forms
- General Education Intervention (RTI) Team-Pre-referral checklist form